

Name _____ Date _____ Teacher _____

Grade 4 Module 7 End-of-Module Assessment Task Score Sheet

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer. (1 Point)	Evidence of some reasoning with an incorrect answer. (2 Points)	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer. (3 Points)	Evidence of solid reasoning with a correct answer. (4 Points)

Module 7: End-of-Module Assessment						
Question	Domain		Standards			
	Operations and Algebraic Thinking	Measurement and Data	4.OA.1	4.OA.2	4.OA.3	4.MD.1 4.MD.2
1	1 2 3 4	1 2 3 4	X			X
2	1 2 3 4	1 2 3 4	X			X
3		1 2 3 4				X
4		1 2 3 4				X
5		1 2 3 4				X X
6	1 2 3 4	1 2 3 4	X	X	X	X X

Domain Score	Operations and Algebraic Thinking		Measurement and Data	
Total Points				
Level	4	11-12 pts.	4	21-24 pts.
	3	8-10 pts.	3	15-20 pts.
	2	5-7 pts.	2	9-14 pts.
	1	3-4 pts.	1	6-8 pts.

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

Grade 4 Module 7 End-of-Module Assessment Task Score Sheet (continued)

End-of-Module Assessment Task (Topics A–C) Clusters and Standards Addressed

Use the four operations with whole numbers to solve problems.

- 4.OA.1** Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
- 4.OA.2** Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (See CCSS Glossary, Table 2.)
- 4.OA.3** Solve multi-step word problems posed with whole numbers and having whole number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4.MD.1** Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*
- 4.MD.2** Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.